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ABSTRACT

Divided into two major parts, this book is intended to indicate careers in which people need foreign languages in their work and to provide suggestions and sources of further information for those who already have foreign language skills and those who are planning to acquire them. Part 1 discusses careers in which a foreign language is needed as a complement to other skills. The author covers the following fields: business, industry, and commerce; government and international organizations; education; library science; physical and social sciences; law; media; travel and tourism; and services. Part 2 deals with foreign language as primary skill and includes teaching, interpreting, and translating. The following lists are appended: related publications; agencies and organizations concerned with overseas teaching and research; sources of information on bilingual education and teaching of English to speakers of other languages; directors of education in U.S. territories and possessions; organizations utilizing health workers and social services volunteers abroad; professional associations of translators and interpreters; and schools and colleges offering courses in interpretation and translation. (BM)

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FOREIGN LANGUAGES AND YOUR CAREER

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By
EDWARD BOURGOIN

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FOREWORD

There has never been a time when a knowledge of foreign languages was as important to Americans as it is today. In many fields the person with this skill has a definite advantage not only in competing for a job, but also in keeping up with what is going on in that field in other parts of the world. For some positions, knowledge of at least one foreign language is a specific requirement. For many others, it is a valuable tool that is used regularly. For still others, it represents the kind of international background and skill development that many employers want on their staffs, whether they need specific languages or not.

Foreign languages are important in careers because so many facets of American life -- politics, media, the arts, science and technology, travel -- have become truly international in scope, and because the involvement of American business with foreign countries is continually expanding. At the same time, the number of Americans whose native language is not English has grown dramatically. Spanish, for example, is no longer a "foreign" language, but truly a "second" language in many parts of the country. In areas where there are large concentrations of such ethnic groups -- including nearly every big city, and many towns and rural areas as well -- knowledge of a foreign language can be useful for almost any job.

The purpose of this book is to indicate fields in which people need languages in their work, and to provide suggestions and sources of further information for those who already have language skills and those who are planning to acquire them. Part I discusses careers in which a foreign language is needed as a complement to other skills, ranging from business and industry to government, education, science, and many other fields. Part II deals with the foreign language as primary skill, in language teaching, interpreting, and translating.

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Part I

FOREIGN LANGUAGE AS A COMPLEMENTARY SKILL

Chapter I

BUSINESS, INDUSTRY AND COMMERCE

The connection between foreign languages and jobs in business and industry may not be obvious to those who assume that foreign languages are used only by translators, interpreters, and language teachers. Yet a survey of American business firms made by the Modern Language Association found that almost 70 percent do or could use personnel with language skills. In some cases a foreign language is required; in others it is very helpful. Many firms said that other things being equal, they give preference to the candidate who knows a foreign language. The combination of a foreign language and almost any other skill is therefore an excellent selling point for the job hunter, and often increases his chances for finding interesting employment. In business and industry, the range of positions advertised week after week for which knowledge of a foreign language is required or desirable is broad and growing, and this trend can be expected to continue.

The reasons for this situation can be summarized briefly. With advances in transportation and communications and with expanding populations and markets, the interests of more and more firms -- both here and abroad -- have become international and even worldwide. The economic interdependence of nations is irreversible, and neither large nor small businesses can afford to ignore foreign possibilities. It is true that English is the most widely used language in international trade, but it is far from universal. Many times interpreters and other intermediaries, often engaged in the foreign country, must be used for business negotiations. The knowledge of foreign languages has become so important that many companies

provide language training for their employees at the firm's expense. In some cases they would like to put Americans in key foreign positions, but are obliged to hire foreign nationals because of the language barrier.

Personnel with language skills are needed in many different types and places of work:

- Overseas, as agents and sales representatives of American firms doing business abroad;
- In the United States, as representatives of foreign firms doing business here;
- In the overseas subsidiaries and affiliates of American firms in jobs at all levels from executive to clerical (tens of thousands of Americans are employed in such positions);
- In American branches of foreign firms;
- In the United States, for firms serving or employing members of non-English-speaking ethnic groups, especially the Hispanic community.

In a tight job market, companies can afford to be more selective than ever, and the applicant who can offer a knowledge of foreign languages coupled with the necessary business skill has a clear advantage.

Managerial and executive positions

The types of companies needing management personnel with foreign language skills cover the whole spectrum of the business world. In their operations they find that knowledge of foreign languages is an enormous advantage in their home and overseas offices, and lack of it a real handicap. The following random selection of newspaper advertisements gives just an indication of the range of positions in which a foreign language is needed.

- Assistant to vice president for export operations (pharmaceuticals): "fluent Spanish required"
- Marketing research associate (pharmaceuticals): "familiarity with at least one foreign language"
- Chief financial officer (retail chain based in southwestern United States): "fluency in Spanish required"
- International compensation specialist (computing equipment manufacturer): "fluency in a second language (French or Spanish) is most desirable"
- Assistant manager, accounting (importer of medical supplies): "knowledge of German helpful"
- Systems analyst (consulting firm): "knowledge of Spanish essential"

3

- International sales engineer (electrical equipment manufacturer): "bilingual (Spanish/English) required"

Other positions for which companies find foreign language ability necessary or desirable include export manager, purchasing agent, overseas personnel manager, advertising manager, production manager, and marketing coordinator. Higher salaries and better promotion opportunities, as well as the initial advantage in consideration for many positions, are enjoyed by those with the requisite language skills.

Technical and engineering positions

Companies with overseas plants, those that manufacture machinery and equipment used abroad, American subsidiaries of foreign-based companies, manufacturers using foreign-made components in their U.S. operations – all are likely to need technical and engineering personnel with language proficiency. It is true that employees in these fields are seldom hired on the basis of language skill alone; yet, as an advertisement for an overseas plant manager stated, in seeking a qualified and experienced engineer, "knowledge of a foreign language is a definite plus." A petrochemicals company advertising for a process engineer to manage an overseas industrial complex (and offering a salary to $50,000) stated its preference for an individual with fluency in the local language. A firm seeking a transport equipment specialist offered an immediate position to a "French-speaking individual." Another firm advertised for an electronics engineer with at least five years' experience and "fluent in Mandarin Chinese and English." Knowledge of Spanish was specified in newspaper advertisements for telex/telegraph engineers, quality control supervisors, computer systems designers, production supervisors, and production engineers. Obviously, the value of U.S.-based technical employees selling or servicing equipment manufactured abroad is enhanced if they know the language of the country of origin. Locally, laboratory technicians, research workers, and technical writers can make excellent use of German, Japanese, and other languages to read material in their fields. Such people are not widely available in this country,and again the one who can offer a language skill in addition to technical qualifications has an evident edge.

Banking and financial positions

As international business and industry expand, international banking and financial activity naturally follows, accompanied by a

growing need for auxiliary foreign language skills. A recent newspaper advertisement sought a controller for an industrial firm, to be headquartered in New York City with about a third of his time devoted to travel in Latin America. The position, paying up to $38,000, required "bilingual skills in Spanish or Portuguese." An ad placed by a foreign-owned bank in California called for a senior credit analyst with a knowledge of French. Other companies have advertised for auditors, accountants, banking correspondents, commercial loan officers, administrative assistants, domestic and international banking officers, and clerks – all requiring command of a foreign language. Banks with operations abroad need personnel able to communicate directly with clients in their own language. Likewise, local financial institutions that serve Spanish-speaking and other ethnic groups often hire bilingual officers, clerks, and tellers.

Secretarial and clerical positions

Bilingual secretaries are employed in virtually every area of activity from government to health institutions and universities. In the business world, the range of languages and fields involved is so vast that some employment agencies maintain permanent advertisements for bilingual typists and secretaries. Good typing, shorthand, and transcribing skills are essential, of course, and the lack of them will not be offset by the candidate's language ability. Another fact to be kept in mind is that the salaries advertised for bilingual secretaries are consistently higher than those for other secretarial positions. It is therefore well worthwhile for anyone planning to seek work of this kind to study a foreign language.

One reason why bilingual personnel are in such great demand in the secretarial and clerical area is that executives and managerial staff themselves often do not know the required languages and must hire assistants who do. Companies with overseas operations or affiliates, import-export firms, and banks are the most frequent employers of bilingual secretaries in the business sector. As at other levels, bilingual personnel are also sought by companies serving communities with sizable concentrations of minority groups.

The bilingual secretary has been described as a "stenographer, translator, and correspondent," which seems to broaden the range of duties considerably beyond that of a person without language ability, and this surely explains the salary premium enjoyed by bilingual personnel. In some companies the work may be highly specialized and limited only to foreign operations, such as the handling of foreign trade documents, invoices, and bills of lading. One firm

advertised for a documents certification clerk with the ability to read Arabic; another needed an executive secretary fluent in German to deal with its major clients.

In addition to typist, stenographer, receptionist, and administrative secretary, the clerical fields open to bilingual personnel include some that might not be as readily apparent. For instance, a Washington, D.C. company sought a person fluent in Spanish and English to conduct telephone interviews. Switchboard operators, collection workers, and bookkeepers with language ability also are needed. Furthermore, the demand for such skills in secretarial and clerical work is not limited to any specific region of the country. Firms in southern states such as Georgia and South Carolina employ personnel with skills in German, French, and Spanish. In the West there is a large demand for Spanish-speaking secretarial staff in business and service fields and a growing need for secretaries with a good knowledge of Japanese. In the Minneapolis-St. Paul area, personnel directors indicated that command of a foreign language combined with typing, shorthand, accounting, and even drafting ability was a definite asset.

There are also opportunities for bilingual secretaries to work abroad in the foreign offices of American firms.

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Anyone interested in putting language skills to work in business or industry should certainly consult the classified advertisements in newspapers, magazines, and professional and trade publications, since these are the most direct means by which firms make their needs known. They may also suggest new ways in which job hunters can combine their foreign language ability with some other skill that would otherwise be less in demand. Even where a language requirement is not specifically stated, the candidate should make the prospective employer aware of this ability; an opportunity to make use of it may well arise in the future, either in the same position or in another job with the company.

Other sources of information are directories of American companies abroad, which can be found in most libraries; the *Occupational Outlook Handbook* of the Bureau of Labor Statistics, U.S. Department of Labor, which provides information on specific occupations; chambers of commerce and boards of trade; government and private employment agencies (the employer pays the fee for most overseas positions); and trade associations. Again, when contacting firms or agencies, the job seeker should list his language ability as prominently as his other qualifications. A

resourceful person may even see a need and propose being hired to fill it -- such as bank teller, appliance salesman, or insurance agent in Spanish-speaking neighborhoods.

Special Note to Students

No one can tell you which language to study in order to get the best possible job. The languages most in demand are Spanish, French, and German, followed by Portuguese, Italian, Japanese, and Arabic. If you wish to offer one of these languages as an auxiliary skill, remember that the employer probably will require fluency: ability to speak, read, and understand it easily, and possibly a knowledge of the technical or commercial vocabulary as well. The Labor Department's *Occupational Outlook Handbook*, mentioned above, surveys hundreds of occupations and provides information on many in which command of a foreign language is necessary or useful. But bear in mind that most employers are not looking for translators, interpreters, or foreign language teachers. They need people who can fill a professional, technical, or clerical position as well as speak another language.

Among the specialized schools preparing people for bilingual careers in business and industry are:

- The *Latin American Institute* (292 Madison Avenue, New York, N.Y. 10017), which offers programs of study combining foreign languages (French or Spanish) and commercial skills. They include bilingual secretary, translator secretary, diplomatic and executive secretary, and international trade.
- The *American Graduate School of International Management* (Glendale, Ariz. 85306), which trains college graduates for international careers. Its curriculum is taught by three interrelated departments: world business, international studies, and modern languages.

Chapter 2

GOVERNMENT AND INTERNATIONAL ORGANIZATIONS

One out of every six employed Americans is a civil servant, working for Federal, state, or local government. They hold a vast range of positions, from those unique to government (postal worker, police officer) to nearly every kind of job found in the private sector (doctor, accountant, teacher). In addition, many Americans are employed by international organizations of which the United States is a member, in professional as well as secretarial and clerical fields. As in business and industry, language is most likely to be used as a supplement to other skills, except in language specialist positions such as translator and interpreter.

Federal Government

The Federal Government is the largest employer of Americans with foreign language skills, both in this country and abroad. Some agencies and departments have established "language essential" positions -- but only about half are satisfactorily filled. This means greater opportunities for government employees with strong language capabilities.

About 90 percent of U.S. Government positions are under Civil Service. The candidate for a specific job must obtain the announcement for that position, take the appropriate examination, and wait to be called. The announcement describes the position and requisite qualifications and tells the time and place of the

examination. Selection is made from a list, on the basis of examination scores. Positions may call for research ability, a journalism or communications background, scientific and technical training, analytical or statistical skills, or knowledge of foreign affairs, as well as languages. United States citizenship is usually required.

The benefits of Federal employment are well known and include liberal leave provisions (annual and sick leave), low-cost life and medical insurance, transportation to and from foreign posts, a guaranteed pension, job protection, and equal opportunity for promotion.

The following is a general survey of United States Government departments and agencies that require personnel with language skills. To obtain announcements for specific positions, or for other information, write United States Civil Service Commission, Washington, D.C. 20415 or contact the nearest Federal Job Information Center.

Department of State

The Department of State employs over 6,000 people around the world. In Washington, personnel work on political, economic, social, and labor affairs, research, public affairs (including cultural and educational exchange), and diplomatic and consular matters. The Department has stated that in the field of foreign affairs, it is placing increased emphasis on the language capability of its Foreign Service Officers. Under exchange and technical assistance programs with other countries, the expert in almost any field who has mastered a foreign language will have a decided advantage over similarly trained experts who lack this ability. But at present, only 57 percent of the positions for which languages are essential are adequately filled. The Department's Foreign Service Institute provides language instruction to staff members, using native speakers as teachers.

Foreign Service Officers (FSOs) staff over 300 United States diplomatic and consular offices around the world, and serve in Washington as well. A Department of State handbook points out that officers are expected to acquire an acceptable level of proficiency in at least one foreign language.

FSOs receive special training after entering the Department. They are assigned duties in the economic, business, political, and cultural areas; they serve as consular officers and in administrative positions. Overseas, they have extensive contact with foreigners, interpreting United States foreign policy, protecting the interests of Americans

abroad, processing visas, and carrying on intelligence work. To qualify for appointment the candidate must pass the Foreign Service examination, have a degree, be 21 to 31 years of age and a citizen for the past nine years, and pass a rigid physical examination and a security investigation. Names of qualified applicants are placed on a register from which appointments are made as the need arises.

The State Department's Language Services Division employs a number of translators and interpreters, both on its permanent staff and under short-term contracts (See Chapter 11).

(Recruitment and Employment Division, Department of State, Washington, D.C. 20520)

Agency for International Development (AID)

AID, a semi-autonomous agency within the Department of State, administers the majority of United States aid to over 60 countries. The agency provides technical assistance through U.S. Operations Missions. Its nearly 3,000 overseas employees hold professional and technical positions in agriculture, finance, engineering, housing, communications media, industry, labor, public health, and transportation. Positions include accountant, auditor, budget analyst, business analyst, information officer, loan officer and personnel specialist. They are filled from the Federal Service Entrance Examination list and the Management Intern Register of the Civil Service Commission. Specialized experience is required for most operational positions, which are of three types:

- *Interns* work in accounting, management, economics, and public administration. Candidates must have a degree and some experience in the relevant field.
- *Support specialists* have substantial formal education or the work equivalent, plus several years of professional experience.
- *Advisers* have specialized work experience and a strong academic background, often a doctorate. Education specialists with experience in teacher training are needed.

The maximum age for interns is 35; there is no limit for specialists and advisers.

Although more than half of AID's employees use foreign languages, the agency has no official language requirements. French, Spanish, and Portuguese are the most practical, but personnel are encouraged to learn Arabic and other less common languages for work in specific countries.

(Office of Personnel and Manpower, Agency for International Development, Washington, D.C. 20037)

United States Information Agency (USIA)

USIA employs over 2,000 persons with skills in some 50 languages, at posts around the world. The agency maintains information offices and libraries in many countries, as well as Binational Centers in Europe, Asia, and the Near and Far East. It also operates the Voice of America radio network. Many positions are filled by Foreign Service Officers, and there are also non-career openings in clerical, library, radio, and administrative work. Temporary employment is available to professionals such as lawyers, teachers, and agricultural specialists.

In addition to operating its libraries and reading rooms, USIA publishes magazines in English and foreign languages for distribution abroad. It also conducts a film program and operates the USIA Press Service. Besides the fields already mentioned, these operations require experts on the customs and cultures of other nations, social science analysts, public information officers, and printers. The languages in greatest demand are French and Spanish.

The *Binational Centers* are private, autonomous organizations under the direction of USIA. They are located in major cities of Europe, Latin America, Asia, and Africa. The centers offer courses on United States history, culture, and government, together with English language courses. Staff positions include administrator or director, director of courses, director of activities, teacher, and librarian. Teaching experience is needed for academic positions, and fluency in the local language also is required. Other qualifications include an understanding of the American way of life, a broad cultural background, travel experience, adaptability, and special interests related to the position.

The *Voice of America* (VOA) radio service broadcasts news, educational, entertainment, and other programs in many languages. Candidates for VOA positions must have a college degree plus skills in communications, journalism, foreign affairs, government, and/or related social sciences. Fluency in the language is a must; a near-perfect accent ("native fluency") and a good speaking voice are required for announcers. The work, in Washington and abroad, includes writing, editing, translating, reporting special events, evaluating material for broadcast use, and production.

(Office of Personnel and Training, United States Information Agency, Washington, D.C. 20547)

ACTION

ACTION was formed in 1971 to bring together volunteer groups and agencies working under the Federal Government. Volunteers in the Peace Corps and VISTA programs make use of foreign languages.

The aims of the *Peace Corps* are to help developing countries meet their needs for trained manpower and to promote mutual understanding between Americans and the people of those countries. The programs carried out by Peace Corps volunteers include:

- *Agriculture.* Extension work, agronomy, stockraising, fisheries, forestry, horticulture, irrigation, and veterinary science.
- *Architecture and city planning.*
- *Business administration.* Management, marketing, production, personnel.
- *Civil engineering.* Dams, reservoirs, access roads, waterworks, sewage disposal, irrigation systems. A bachelor's degree and some experience are required.
- *Education.* More volunteers work as teachers than in any other occupation – over 50 percent. Both certified teachers and others with the desire and qualifications to teach are needed. There is an especially great need for teachers of English.
- *Health.* Hygiene, nutrition, hospital administration. Volunteers include doctors, medical technologists, nurses, therapists, and X-ray technicians.
- *Industrial arts, vocational education, skilled trades* (carpenters, electricians, heavy equipment operators, machinists, masons, plumbers, welders).

Peace Corps volunteers must know or be trained in the language of the country where they are assigned. Appointment is open to U.S. citizens of all ages who have the requisite skills and experience and meet legal and medical criteria. Applicants with dependents are not taken. Training, which lasts from 4 to 14 weeks and is usually given in the host country, emphasizes cultural studies as well as the local language. Volunteers are also trained in teaching techniques, health and medicine, and physical education and recreation. A monthly allowance is paid in local currency for food, lodging, and incidentals, enabling the volunteer to live at the local standard of living. Free medical care is provided. A readjustment allowance is set aside in the United States, usually payable upon completion of service.

The *VISTA* (Volunteers in Service to America) program responds to needs identified by communities in the United States, providing full-time volunteers for projects sponsored by local nonprofit

organizations. VISTA is active both in cities and in rural areas. Volunteers include community advocates, crafts people, health workers, business specialists, teachers, architects, and lawyers. Some are recruited in the local community by the sponsoring organization, while others are recruited throughout the country and assigned to projects where their services have been requested.

VISTA volunteers with a knowledge of Spanish, French, or Indian languages are needed for projects involving those ethnic groups. The minimum age is 18; there is no upper limit. A college degree is not required, and volunteers have a wide variety of backgrounds.

(ACTION, Personnel Management Division, Washington, D.C. 20525)

Department of Agriculture

The *Foreign Agricultural Service* (FAS) of the Agriculture Department is an export promotion and service agency for U.S. agriculture. It assigns attaches at over 60 overseas posts, usually on a rotating basis from Washington. The Service administers international marketing agreements and commodity programs, and carries out economic and agricultural research and reporting. In general, it represents U.S. agricultural interests abroad.

Agricultural attaches are assigned to major agricultural consuming and marketing areas of the world. Summer interns are employed in Washington. There is a modest requirement for agricultural specialists who know the languages of the countries in which the Service operates. The languages most needed are French and Spanish.

The FAS also recruits U.S. citizen candidates for positions in international organizations, such as the Food and Agriculture Organization of the United Nations, whose activities are concerned with agriculture.

(Office of Personnel, Department of Agriculture, Washington, D.C. 20250)

Department of Commerce

The Department's *Bureau of International Commerce* employs desk officers who monitor and report to government and the public on commercial, market, and economic developments around the world. Each officer is responsible for a specific country or area. Knowledge of the relevant language obviously is desirable for such positions, together with a general background in economics, business administration, or statistics.

The *Bureau of the Census* hires advisers in statistics to work abroad in technical assistance programs. Academic training in statistics and economics is required. Analysts in the fields of demography, economics, and finance work on publications exchanges and reports dealing with foreign statistics.

Other Commerce Department offices that may need personnel with language skills include the Bureau of East-West Trade, the National Bureau of Standards, and the Patent and Trademark Office.

(Office of Personnel, Department of Commerce, Washington, D.C. 20230)

Department of Defense

The three services (Army, Navy, Air Force) require personnel with foreign language ability to deal with military affairs involving foreign countries. Many of the fields are highly technical.

The *Defense Intelligence Agency* employs economists, geologists, engineers, and meteorologists in its intelligence gathering work. In a recent newspaper advertisement the Agency sought bilingual research technicians for diverse clerical and administrative duties: reviewing foreign newspapers and documents, translating, typing, preparing briefs and abstracts. Fluency was required.

The *National Security Agency*, which functions under the Department of Defense, employs research assistants, communications experts, and translators, all of whom must know foreign languages. This agency makes its appointments independently of the Civil Service regulations. Applicants must be native-born United States citizens. A background in international affairs, economics, psychology, history, or sociology, combined with a major or minor in foreign languages, is desirable. The need is greatest for Eastern European, Arabic, and Far Eastern languages.

The *Defense Language Institute* employs teachers for its courses in many foreign languages and dialects (See Chapter 10).

(Personnel Operations Division, Department of Defense, Washington, D.C. 20301)

Central Intelligence Agency (CIA)

The CIA is the primary intelligence-gathering agency of the United States Government. It employs U.S. citizens with backgrounds in international relations, political science, economics, history, geography, engineering, physics, and chemistry, as well as foreign languages. The requirements for CIA's publications

monitoring positions are an advanced degree or native competence in Russian, Eastern European, Middle Eastern, and Oriental languages. Romance languages in combinations of two or more are acceptable. These personnel scan foreign books, newspapers, and periodicals for information needed by foreign policy analysts and policy makers. There is a limited opportunity for overseas service, but most CIA positions are located in Washington. The Federal Service Entrance Examination is not a prerequisite for employment with the Agency.

(Office of Personnel, Central Intelligence Agency, Washington, D.C. 20505)

Department of Health, Education, and Welfare

The Foreign Language Section of the *U.S. Office of Education* employs teachers in research positions. The Language Research Section prepares self-instructional material in various languages. The Office of Education also assists the State Department in implementing the Teacher Exchange Program.

(Personnel and Training Division, Office of Education, Department of Health, Education, and Welfare, Washington, D.C. 20201)

Department of Justice

The *Federal Bureau of Investigation* (FBI) employs linguists and also makes use of the language skills of its special agents.

The *Drug Enforcement Administration* (DEA) conducts domestic and international investigations of major drug traffickers, cooperating with Federal and local agencies as well as foreign governments. It provides special training in narcotic and dangerous drug control to United States and foreign law enforcement officers. DEA employs Americans fluent in the languages of the countries where they are assigned.

The *Immigration and Naturalization Service* (INS) is responsible for administering the laws relating to the admission, exclusion, deportation, and naturalization of aliens. Through its offices in the United States and abroad it provides information to those seeking U.S. citizenship. INS personnel conduct investigations, detect violations of the immigration laws, and determine the suitability of aliens to enter the United States. They need a knowledge of the foreign language involved, together with the appropriate background in law enforcement and related fields. Border patrol officers use Spanish and many other languages.

(Personnel Office, Department of Justice, Washington, D.C. 20530)

Department of Labor

The *Bureau of International Labor Affairs* helps formulate international economic and trade policies affecting American workers. It also helps represent the United States in multilateral and bilateral trade negotiations, and in international organizations such as the General Agreement on Tariffs and Trade and the International Labor Organization. The Bureau carries out overseas technical assistance projects and arranges trade union exchange and other programs for foreign visitors to the United States. The languages most emphasized in these programs are Spanish and French.

The *Bureau of Labor Statistics,* which is responsible for the Department's economic and statistical research activities, collects data on the international aspects of labor economics.

Both of these bureaus have some requirement for economists, statisticians, and other specialists with language proficiency. European and Far Eastern languages are needed in the statistical field.

(Reception and Correspondence Unit, Department of Labor, Washington, D.C. 20210)

Department of the Treasury

The *Office of the Assistant Secretary for International Affairs* assists in the formulation and execution of international financial, economic, commercial, energy, and trade policies and programs. It employs specialists in these fields for research on conditions in other countries, coordination of bilateral and multilateral programs, and relations with foreign governments and international agencies.

The *U.S. Customs Service* collects revenue from imports and administers customs and related laws. It works closely with international organizations and foreign customs services. Some personnel are stationed overseas, making use of German, French, Spanish, Chinese, and other languages.

(Office of Personnel, Department of the Treasury, Washington, D.C. 20220)

Library of Congress

Personnel of the Library of Congress use foreign languages in cataloging, searches, and exchanges, as well as in ordering publications. While some translations are required, languages are used chiefly to perform these duties. Romance and Germanic languages are preferred both for professional and subprofessional positions. The Congressional Research Service, which carries out

research for members and committees of Congress, uses language as a research tool.

Professional librarians, usually beginning at the GS-7 level,must have a degree in library science.

(Recruitment and Placement Office, Library of Congress, Washington, D.C. 20540)

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Other U.S. Government agencies in which a knowledge of foreign languages would be desirable include:

Export-Import Bank of the United States
Foreign Claims Settlement Commission
Inter-American Foundation
Overseas Private Investment Corporation
U.S. International Trade Commission

The purposes and programs of most Federal Government agencies are described in the *United States Government Manual* published by the General Services Administration. It is available in libraries or for $6.50 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 022-003-00924-8).

Local Government

In areas where large numbers of citizens do not speak English, local governments need employees with foreign language skills. The extent to which foreign languages are used depends on the ethnic makeup of the community. In any area with sizable concentrations of minority or immigrant groups there will be some positions for which languages are required and others where they would be a definite advantage.

Some cities and states have offices of bilingual programs which carry out and oversee special programs for such groups. Social workers, counselors, home economists, and education specialists are often hired to serve Spanish-speaking residents. In New York City the police find Spanish highly useful -- over 500 police officers enroll each semester in Spanish courses offered by the City University of New York. Large concentrations of Spanish-speaking people can be found in many other cities, including Miami, Washington, Chicago, and Los Angeles.

International Organizations

The United States participates in many international organizations, some of which have their headquarters in this country. These organizations usually offer employment to nationals of any member country, in professional, clerical, and language specialist positions. The policy of geographical balance in staffing limits the number of openings for United States citizens. In this country, about 25 percent of the positions in each organization are held by Americans.

The following is a brief description of the largest international organizations with headquarters in the United States. It should be kept in mind that qualified U.S. citizens are eligible for employment in these or in any other such organization in which the United States participates. For a complete listing, see the *Yearbook of International Organizations* published by the Union of International Associations and available in many college and public libraries. The *Yearbook* lists thousands of governmental and private international organizations, their structure and aims, and their members. The *United States Government Manual* mentioned above also contains a listing and brief description of selected international organizations.

United Nations (UN)

The purposes of the United Nations are to maintain international peace and security, to develop friendly relations among nations, and to achieve international cooperation in solving economic, social, cultural, and humanitarian problems. The worldwide interests of the UN demand a broad range of skills and abilities. It employs professional economists, education specialists, financial analysts, public information officers, librarians, technical specialists in industry and agriculture, engineers, and statisticians. The UN is the largest employer of language specialists -- translators, editors, interpreters -- in this country (see Chapter 11). In addition, the organization has a continuous need for clerical and secretarial staff, preferably bilingual. The official languages of the UN are English, French, Spanish, Arabic, Russian, and Chinese, so that English combined with any of the others would be required.

Many Americans also are employed in professional positions by the specialized agencies of the United Nations, including:

Food and Agriculture Organization
International Labor Organization
United Nations Educational, Scientific, and Cultural Organization

World Health Organization
World Meteorological Organization
International Telecommunications Union
(Personnel Office, United Nations, New York 10017)

Organization of American States (OAS)

The OAS is the regional organization of Western Hemisphere nations. Its secretariat is the Pan American Union, which provides technical and administrative services to the OAS councils, to inter-American programs, and to the 25 member countries. The staff includes specialists in economics, finance, business administration, statistics, accounting, law, community development, cooperatives, and taxation, as well as language specialists. Clerical positions also are open to U.S. citizens. A knowledge of two or more of the Organization's official languages (English, French, Spanish, and Portuguese) is required.

(Personnel Office, Pan American Union, 17th Street and Constitution Avenue N.W., Washington, D.C. 20006)

World Bank and **International Monetary Fund**

The World Bank, an intergovernmental organization with more than 130 members, assists in the development of its member countries by making loans for productive purposes and promoting private investment through guarantees and participations. In its work the Bank requires financial analysts, loan officers, project analysts, economists, statisticians, specialists in agriculture, rural and urban development, civil engineering, and industry, as well as administrative and clerical personnel.

The International Monetary Fund is similar to the World Bank in its structure, though it has a smaller staff. The Fund promotes international monetary cooperation and exchange stability, providing foreign exchange to its members for balance of payments support. It serves as a mechanism for consultation and cooperation and monitors the international financial situation. The staff includes specialists in finance, law, economics, accounting, and statistics; some U.S. citizens are hired for clerical positions.

The official language of both the World Bank and the International Monetary Fund is English, but the scope of their operations makes knowledge of a foreign language necessary for some positions, and desirable for many others. Competition for professional positions is keen, and many if not most applicants have advanced degrees.

(Personnel Department, World Bank, 1818 H Street N.W., Washington, D.C. 20433; Personnel Department, International Monetary Fund, Washington, D.C. 20431)

Inter-American Development Bank (IDB)

The IDB is the regional development bank for the Western Hemisphere, resembling the World Bank in its organization and functions. A knowledge of Spanish and/or Portuguese is needed for most positions at all levels. The professional fields of IDB staff members are the same as those of the World Bank.

(Personnel Department, Inter-American Development Bank, 808 17th Street N.W., Washington, D.C. 20577)

Pan American Health Organization (PAHO)

The purposes of this organization are to support and coordinate efforts of the Western Hemisphere countries to combat disease, lengthen life, and promote physical and mental health. Its activities include training of health workers, eradication and control of communicable diseases, water supply and environmental sanitation, and reduction of nutritional deficiencies. PAHO employs health specialists in all fields, as well as administrative and clerical staff. A knowledge of Spanish or Portuguese is highly desirable or required for many positions, especially those in the field.

(Personnel Department, Pan American Health Organization, 525 23rd Street N.W., Washington, D.C. 20037)

Chapter 3

EDUCATION

Education is one of the largest "industries" in the United States, involving about 60 million students and employing nearly three million people as teachers and administrators. In 1973-74 over 2.7 million full-time teachers were employed in the nation's elementary and secondary schools and colleges and universities. Thousands of others teach part time; among them are many scientists, physicians, accountants, members of other professions, and graduate students. Still others teach in preschool and adult education and recreation programs.

There are three major facets of education: research, administration (including counseling), and teaching. Knowledge of a foreign language can be important in all three areas.

Research

The importance of foreign languages in academic research is demonstrated by the fact that most master's degree and doctoral programs require some foreign language study. A great deal of original research material as well as reports of prior research are available only in languages other than English. Persons engaged in research need at least a functional knowledge of the languages relevant to their work. In fields such as sociology, anthropology, religion, political science, and comparative literature, the need is self-evident. For those involved in the sciences it is no less real: in meteorology, physics, geology, mathematics, chemistry, and the biological sciences, up to 30 percent of published research is in Russian, and nearly 15 percent in French or German. Translation agencies exist, but they do not translate all the material available and generally provide only abstracts of articles. Obviously, the researcher

who can make use of foreign language material will be able to do much more with his subject and will be in a better position than colleagues who cannot.

The U.S. Office of Education (Department of Health, Education, and Welfare) conducts programs both within the United States and abroad for individuals and groups to carry out basic and applied research in international and intercultural studies. Participants include college, secondary, and elementary school teachers, as well as curriculum supervisors and administrators. The purpose of these research programs is to develop curricula and instructional materials related to foreign language and area studies. Comparative education studies on the educational systems of other countries also are sponsored.

Administration and Counseling

In the fields of educational administration and counseling, foreign languages are likely to be of direct importance for those who come in contact with non-English-speaking students or community and parents' groups. Particularly in counseling, there is a growing need for people at both the college and secondary levels who can assist the many foreign students and members of Hispanic and other ethnic groups now in American schools. Traditionally it has not been necessary for administrative personnel to learn the languages of parents and students; school was the institution that "socialized" students away from their ethnic cultures into the mainstream, English-speaking culture. Increasingly, however, schools are being asked to help preserve ethnic cultures in America, and to be more aware of the needs of those who do not speak English. In such situations, a knowledge of foreign languages will help administrators and counselors to be more effective.

One sign of this trend is the recent proliferation of bilingual schools and academies, where bilingual persons specially trained in linguistics and education teach English to students who speak other languages. Administrative personnel are needed for supervision and curriculum development in such schools.

Advisory and administrative personnel also are needed overseas. The U.S. Office of Education refers highly experienced and specialized American citizens as candidates in an international selection process for posts in the UNESCO technical assistance program in developing countries. The need is greatest for (1) experts with prior professional experience in teacher education, curriculum development, science education, and national educational planning; and (2) specialists in educational innovation, technology, and media.

Candidates generally are required to have an advanced degree and five to ten years of specialized experience. The U.S. Agency for International Development also sends education specialists abroad, usually to work as advisers or administrators.

Teaching

This section deals primarily with teaching positions for which knowledge of a foreign language is required in addition to preparation in other academic fields. The teaching of foreign languages as an academic subject, teaching of English as a foreign language, and bilingual education are discussed in greater detail in Chapter 10.

There are many opportunities for teachers with foreign language skills abroad, where they teach English, American civilization, and other subjects on an exchange basis or through direct placement. Those who can show competence in English as well as in the language of the foreign country should find positions available. For the teacher going overseas, college training should have included methods of teaching English as a foreign language, area studies, and international relations. At least a college minor in the field to be taught is usually required, together with a background knowledge of the local and American cultures. The American teacher employed abroad will be asked penetrating questions on United States institutions, customs, geography, history, and government; he should be as well informed on these subjects as possible.

One of the most useful publications on teaching and other opportunities overseas in the field of education is *American Students and Teachers Abroad*, prepared by the Department of Health, Education, and Welfare. It is available for 90 cents from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01377-1). This booklet lists and describes many educational positions overseas, indicates the sponsoring agencies, and gives addresses for obtaining further information.

Fulbright-Hays Program

Under the Fulbright-Hays Act, opportunities are provided for elementary and secondary school teachers and college instructors and professors to teach in foreign elementary and secondary schools and colleges. The American teacher may participate in a direct exchange of positions with a teacher from abroad or may simply be placed in a foreign school. Teaching English as a foreign language is

included. The applicant must have at least a bachelor's degree, be a U.S. citizen, and have three years of teaching experience, preferably in the subject field and at the level for which application is made. The work may also include curriculum development and preparation of teaching materials. Information and application materials may be obtained from the Teacher Exchange Section of the U.S. Office of Education (See Appendix B for address).

The Institute of International Education administers Fulbright-Hays grants as well as grants offered by foreign governments, universities, and private donors. It provides information on foreign study opportunities, undergraduate and graduate programs sponsored by U.S. colleges and universities, and teaching opportunities abroad (See Appendix B for address).

USA/USSR Teachers' Exchange Program

This program is sponsored jointly by the American Field Service (AFS) International Scholarships and the Soviet Ministry of Education. U.S. teachers of Russian who are fluent in the language and also experienced in teaching English are eligible to apply. Information may be obtained from AFS International Scholarships (See Appendix B for address).

Teaching in United States territories and possessions

The Departments of Education in the territories and possessions of the United States – American Samoa, Pacific Islands, Panama Canal Zone, Guam, Puerto Rico and the Virgin Islands – hire American teachers with foreign language skills for their elementary and secondary schools. Information about such positions may be obtained by writing to the Director of Education in each jurisdiction (See Appendix C for addresses).

U.S. Government positions

Teaching opportunities overseas are available within several branches of the Federal Government. The Army, Navy, and Air Force operate schools abroad, known as Overseas Dependents Schools, for the children of their personnel stationed in foreign countries. These Department of Defense schools offer an opportunity for teachers to utilize and perfect their language ability while living and working in a particular country. Courses of study parallel those of the public schools in the United States, and standard approved textbooks are used. Some of the elementary schools are small and the teacher must teach multiple grades. Many junior high

schools have only four to eight teachers, and each one may be required to teach two or more different subjects. Secondary teachers also are required to teach in more than one field and should be prepared to conduct at least one extracurricular activity. United States citizenship, good physical condition and mental stability, and availability for worldwide placement are prerequisites. Appropriate academic preparation and certification also are necessary.

The United States Information Agency employs teachers in its Binational Centers abroad; they are usually assigned to teach English or American studies. Teaching experience and knowledge of the local language are required.

Peace Corps volunteers teach in elementary, secondary, normal, and vocational schools in many countries. There is a great need for teachers of English, as well as for experienced mathematics and science teachers. About half of the volunteers work in African countries, one fourth in the Near East, and the rest in Latin America, Southeast Asia, and the Pacific. The aims and programs of the Peace Corps are described more fully in Chapter 2.

The Department of State, through its Bureau of Educational and Cultural Affairs, conducts educational and cultural exchanges to foster cooperation and understanding between the United States and other countries, with the mutual consent of the governments concerned. Opportunities are offered U.S. citizens to teach, study, lecture, and carry on research abroad.

Information about the Federal Government teaching positions mentioned above may be obtained from the sources listed in Appendix B.

Other teaching positions abroad

The National Education Association (NEA) Overseas Teachers Corps Program, conducted by the NEA Committee on International Relations in cooperation with the U.S. Agency for International Development, sends skilled and experienced elementary and secondary school teachers to live and work as volunteers with educators of developing countries. Volunteers receive transportation and living expenses. The Committee has received many applications from those who can teach in English only, but very much needs applicants who can teach in Spanish, Portuguese (for Brazil), and French (for some African countries). There are opportunities in over 1,000 institutions in more than 180 countries and territories (See Appendix B for address).

Volunteers also are placed in elementary to university level

positions in schools around the world by religious organizations. The objectives of such programs include assisting young people and adults in developing areas, either within formal educational systems or in alternative ways.

University lecturing appointments abroad are open to United States citizens with college or university teaching experience at the level for which application is made. Most academic fields are acceptable. Travel-only grants and grants for lecturing and research for younger scholars who have at least a master's degree also are available. Inquiries may be sent to the Council for International Exchange of Scholars (See Appendix B for address).

Finally, a number of American companies with overseas operations have established schools abroad for the children of their employees. They include Firestone, United Brands, Gulf Oil, Standard Oil, Creole Petroleum, and Arabian-American Oil Co. Consult a business directory for headquarters addresses.

Information about many of the teaching opportunities described above may be found in *American Students and Teachers Abroad*. Another valuable source is the Council on International Educational Exchange (CIEE), which assists in planning and operating educational exchange programs sponsored by the more than 165 North American colleges, universities, secondary schools, and educational and religious groups that are members of the Council. It arranges transportation and orientation, completes travel and program arrangements, and provides information and advice on international student travel. CIEE also serves as a clearinghouse for information on worldwide opportunities for study, travel, and work for students and teachers (See Appendix B for address).

Chapter 4

LIBRARY SCIENCE

The job of librarians is to make information available to people. Those in user services, such as reference and children's librarians, work directly with the public. Those in technical services, such as catalogers and acquisitions librarians, deal less frequently with the public; they order, catalog, and in other ways prepare the material for use. Librarians generally are classified according to the type of library in which they work: public libraries, school media centers, college and university libraries, and special libraries.

The librarian may use foreign language skills in a variety of ways, including book selection, classifying and cataloging, serving users who speak other languages, and working abroad in United States Government libraries, centers, and schools or those operated by other organizations.

Most graduate programs offering a master's degree in library science require that the student have a reading knowledge of at least one foreign language. This is understandable, since almost all libraries -- public, private, and academic -- handle books, reference works, and periodicals in a number of different languages in many fields.

Acquisition librarians purchase books and other materials and maintain a well-balanced library that meets the needs and interests of the users. Catalogers classify these materials by subject and otherwise describe them. To order and catalog a new book in a foreign language, a librarian must know enough of the language to have a general idea of what the book is about. Reference librarians answer specific questions and suggest sources of information that may be useful. They should know at least one foreign language, and

preferably more than one, in order to have access to as wide a range of reference materials as possible. The archives of some libraries offer opportunities for research and documentation specialists with language skills. Many libraries require personnel with a strong language background to work in their foreign language collections. For example, one-half of the librarians in New York City libraries need foreign language skills. The Jewish Division requires Hebrew and Yiddish. There are also Slavic, German, Romance, and Oriental collections. The African collection requires a variety of African and other languages. Libraries of colleges and universities with foreign language and area studies programs obviously need librarians with knowledge of the relevant languages.

Some librarians work with specific groups of readers. Many libraries in large cities have developed reading and information sections for specific ethnic groups. In addition, some urban libraries offer special programs – such as story-telling sessions and bookmobiles – for Spanish-speaking residents, and need Spanish-speaking personnel to work in these programs with both adults and children. In Boston services are provided for speakers of Arabic, Hebrew, Polish, French, German, Russian, and Italian. In New York City some of the neighborhood branches require that their staffs use German, Yiddish, Chinese, and Spanish.

Not all libraries specifically require prospective employees to know a second language, but nearly all benefit from those who do. And the chances of employment for librarians with language abilities seem to be on the rise. In academic libraries in particular, the expansion or introduction of African, Asian, and other area studies programs and the acquisitioning of related original language materials have increased the need for librarians with skills in less commonly taught languages such as Chinese, Japanese, and Arabic. More scientific, literary, and philosophical works are coming into the academic library in their original languages. Recognizing these trends, nearly two-thirds of the libraries contacted in a survey by the Modern Language Association foresaw an increase in the number of foreign language materials they will purchase and a substantially greater need for language skills in the years ahead.

In addition to the public, private, and academic libraries already mentioned, government and other special libraries employ thousands of librarians in the United States and abroad. The Federal Government alone employed over 3,200 professional librarians in 1974, while others work in state and local government agencies and institutions. Personnel of the *Library of Congress* in Washington use foreign languages in ordering publications, cataloging, searches,

exchanges, and research. Some U.S. Government agencies abroad employ librarians with a knowledge of local languages to work in their libraries around the world. The *United States Information Agency,* for example, has about 200 libraries in more than 80 countries. Most of the Binational Centers directed by USIA maintain libraries, offering employment to trained librarians 25 to 45 years of age. Applicants must be willing to accept assignment to any foreign post. The *Department of Defense* also needs librarians with foreign language skills for its Overseas Dependents Schools. International organizations such as the United Nations have need for librarians fluent in their working languages. Many American companies with overseas divisions employ librarians who know foreign languages. Finally, missionary and philanthropic bodies employ some librarians in their work overseas.

Additional information on library occupations may be obtained from the American Library Association, 50 East Huron Street, Chicago, Ill. 60611.

Chapter 5

PHYSICAL AND SOCIAL SCIENCES

Physical, Life, and Environmental Sciences

Progress in every facet of American life depends to some degree on our scientific and technical work force. In 1974 about 2.5 million people -- nearly one-fourth of all professional workers -- were scientists, engineers, or other scientific and technical workers. But the United States and other English-speaking countries have no monopoly on scientific and technological progress. While English is still in the lead, Russian is now the second most important language of science. A recent survey of articles published in the physical, chemical, and biological sciences showed that 70 percent were written in English and about 20 percent in Russian, with the remaining 10 percent primarily in German and French. Indeed, the need to systematize and integrate scientific information and communication processes has created a demand for a new profession: that of the science information and research specialist, combining a knowledge of science, library techniques, and foreign languages. At present there are over 500 science information personnel in Federal Government positions, and the number is expected to increase significantly.

The need for English translations of scientific articles published in foreign languages has led to the development of special facilities and programs for this purpose. For example, the United States Air Force and the Atomic Energy Commission are using computers to assist in the translation of Russian-language research reports and technical documents in their areas of interest. Large libraries are being

maintained to store these documents. But any scientist making extensive use of research materials in chemistry, physics, meteorology, or the biological sciences – all areas in which Russian is the second most frequently used language – would find it advantageous for many reasons to learn Russian rather than depend solely on translations. The time lag between publication and translation, as much as a year or more, is too long for the scientist who must keep up with the latest developments in his field. Furthermore, the number of Russian scientific journals translated into English is small compared to the total number published; many times only abstracts and not full translations are available. The greater a scientist's knowledge of the languages used by his foreign colleagues, the more access he will have to the published results of their work.

Joint projects and international scientific conferences and visits also provide opportunities for use of the scientist's language skills. Astronauts and space technicians have found language to be one of the most serious obstacles in carrying out space ventures with the Soviet Union, and joint research in this field is likely to be followed by projects in medicine, ocean exploration, and other areas. Similar scientific and technological projects are bringing Americans together with German, French, and Japanese scientists and engineers. Each year hundreds of international scientific meetings and symposia are held throughout the world, and there is a constant stream of scientists visiting foreign colleagues at their home universities and institutions. The value of all these contacts is greatly enhanced for those with the ability to speak and understand a foreign language.

As American industry becomes increasingly internationalized, so does its technology. Researchers cannot safely ignore discoveries made in foreign countries, any more than those made in the United States. Thus, private industry is another source of employment for the scientist with training in a foreign language.

Technical writers and abstractors with foreign language skills are being hired by government and industry to help make the rapidly expanding flow of information available to scientists and engineers. Many colleges and universities now offer courses in technical writing; persons in this field organize, write, and edit materials about science and technology in order to establish clearer communication between those who develop information and those who use it. A knowledge of languages can be a valuable asset in technical fields where a substantial body of foreign research is being conducted and reported. Abstractors read books and articles in foreign languages, then prepare summaries or abstracts for the use of scientists. One

recent newspaper advertisement sought abstractors with a knowledge of Dutch and Afrikaans, while another firm needed people to prepare abstracts of articles written in French, Spanish, Czech, and Japanese. This work, which requires fluency in the foreign language and good writing ability in English, can often be done part-time or even at home.

Graduate fellowships are available for advanced study abroad leading to master's or doctoral degrees in mathematical, physical, biological, and engineering sciences. The applicant must hold United States citizenship, be a college senior or first-year graduate student, and intend to enroll as a full-time graduate student at a higher education institution. For further information write to National Science Foundation, Division of Scientific Personnel Improvement, Washington, D.C. 20550. Exchanges of faculty members and other scholars are sponsored under the Fulbright-Hays Act and other programs: information may be found in *American Students and Teachers Abroad*, available from the U.S. Government Printing Office (See Appendix A for address).

Social Sciences

Social scientists study all aspects of human society, from the origins of man to the latest election returns. About one-half work in colleges and universities; a large number work for the Federal Government and private industry. Research councils and nonprofit organizations are an important source of employment for economists, political scientists, and sociologists.

Anthropologists study man -- his origins, physical characteristics, language, and culture. They often combine research and field work with teaching in colleges and universities, but some work for museums, private industry, and Federal and state agencies. Cultural anthropologists often live with remote or unusual groups of people to learn their ways of life and thus obtain a better understanding of human culture. Obviously, it is essential that the cultural anthropologist be fluent in the language of the people being studied. Other anthropologists specialize in linguistics, the science of language sounds and structure and the historical relationships among languages. Knowledge of several foreign languages is basic to this work. Archeologists study past societies, reconstructing history and culture by excavating and examining the remains of homes, tools, clothing, ornaments, and other evidence. The archeologist, whose work may take him anywhere in the world, should know the past and present languages of the area he is studying.

Economists are concerned with the use of scarce resources such as land, raw materials, and labor to provide goods and services for society. They analyze the relationships between supply and demand, and how goods and services are produced, distributed, and consumed. Most doctoral programs in economics require a reading knowledge of one or more foreign languages. Economists specializing in international trade, economic development, and international monetary affairs have a particular need for language skills, especially if they plan to work in government or private industry. Many of the government agencies and internatfonal organizations discussed in Chapter 2 of this book employ economists in the United States and abroad. Banks, consulting firms, research institutions, and companies with international operations also have need for economists with foreign language competence.

Geographers study the spatial characteristics of the earth. Most are college and university teachers; some combine teaching and research. Whether their particular field is economic, political, physical, or regional geography, they need foreign languages to study basic literature and to keep up with research conducted abroad. Many foreign books and articles are never translated, while others do not appear in English until long after their original publication.

Political scientists study the functions and workings of governments -- local, national, and international. Foreign language skills are important primarily to those who are concerned with international relations and foreign political systems. They may be teachers, researchers for private, government or international organizations, consultants, foreign affairs specialists or advisers, or foreign service officers. In all of these positions, political scientists need a close acquaintance with the history, culture, and language of one or more foreign countries. Otherwise, they will be limited to interpreting world events from the American perspective only, ignoring the cultural differences that underlie political differences. It can readily be seen that in foreign affairs, ignorance of the relevant language can be a serious, perhaps decisive handicap for policy makers and their advisers who must assess strategic factors, negotiate treaties, and conduct bilateral and multilateral relations. This applies not only to "major" countries such as the Soviet Union, China, and Japan, but to every area requiring intelligent attitudes and policies.

Sociologists study the organization and behavior of groups in human society: families, tribes, communities, and governments, along with a variety of social, religious, political, and other organizations. In their dealings with immigrant and ethnic groups

the ability to speak a foreign language is a great advantage. When carrying out research projects or working in social agencies, sociologists may find themselves seriously hampered if they lack a reading or speaking knowledge of a second language. Increasing numbers of Spanish-speaking sociologists are being employed by state and local government agencies to work with people of Spanish-language background. The study of foreign societies also requires the ability to read the languages involved.

Area studies specialists, who utilize several social sciences in the study of a particular country or region, obviously have an imperative need for language skills. The number of university area studies programs has been increasing rapidly in the past twenty years, covering nearly every part of the world. And employment for area studies specialists is not limited to universities; government and private organizations also have positions available, for example the Department of State, the Defense Intelligence Agency, and the United Nations. A nonprofit organization recently advertised in the *Washington Post* for a specialist in Chinese affairs, seeking a person with good spoken Chinese and a master's degree or doctorate in Chinese studies. The emergence of the Middle East to a prominent place on the world scene has brought with it a need for analysts with a command of Arabic. Area specialists who know Russian, Japanese, French, and Spanish enjoy excellent and expanding opportunities for employment.

Information on grants for individuals to conduct research in the social sciences and humanities may be obtained from the Social Science Research Council, 605 Third Avenue, New York, N.Y. 10016.

Chapter 6

LAW

Over 350,000 Americans work as lawyers. Most are in private practice, either self-employed or working for other lawyers or law firms. About 22,000 work for the Federal Government, while another 32,000 are employed by state and local governments. Many people who have legal training do not work as lawyers but use their knowledge of law in other occupations – as insurance adjusters, tax collectors, probation officers, or claim examiners. In the years ahead the number of law school graduates is expected to increase and intensify the already keen competition for the available jobs.

Knowledge of a foreign language can be a direct, practical asset to the lawyer who works with members of ethnic minority and immigrant groups, does legal aid work, or specializes in international law, maritime law, patent law, or international business. In these fields, lawyers who lack language skills may find themselves dependent on the services of translators and other intermediaries, which can be time-consuming, awkward for both lawyer and client, and in many cases expensive.

There are opportunities, especially in large urban centers, for lawyers with foreign language competence to serve speakers of languages other than English. Among these are immigrants from Mexico, the Caribbean, South America, Europe, and Asia. In some cities law student volunteers are assigned to assist civil rights lawyers in protecting the legal rights of such minority groups. Immigration lawyers who handle naturalization and other legal matters for newly arrived immigrants find that knowledge of foreign languages is often useful and even essential. Immigration lawyers are highly specialized, frequently working with consulates and embassies of foreign governments in connection with residency, employment, and

naturalization problems of immigrants.

Lawyers who specialize in international law find that knowledge of one or more foreign languages is invaluable for such matters as settling disputes or breaches of international contracts, counseling on questions of foreign tariff laws, and handling cases in foreign and international courts. Lawyers serving corporations with overseas branches or with extensive foreign trade operations may also need foreign language skills when they are involved in obtaining contracts abroad, negotiating trade agreements with foreign executives, or communicating with foreign personnel in American subsidiaries overseas. For instance, a company advertising in the *New York Times* for an international corporate attorney sought a person who "must be able to communicate effectively with both domestic and foreign clientele" and speak either French or German or both. The American office of a German-based corporation considered it important to have "American lawyers who know enough German to represent the patent interests of the company in American courts." There are also opportunities for lawyers with language skills to work abroad for offices of American corporations or Federal agencies such as the Department of State and the Internal Revenue Service. And international organizations -- especially the United Nations and its specialized agencies -- employ lawyers with a knowledge of foreign languages on their legal staffs.

Special Note to Students

The usefulness of foreign language study to prospective lawyers is not limited to the fields mentioned above. A recent survey of law school admissions policies shows that most law schools are more concerned with the broad preparation of applicants than with the specific courses and majors they have had in college. They not only accept, but often prefer, students with a liberal arts education rather than a narrow, strictly "pre-law" background. As an enhancement of a student's ability to use the English language with skill, as well as a direct contribution to his knowledge of literature and the humanities, a major or minor in foreign languages can be an excellent preparation for law school.

For further information on careers in the legal profession, write the American Bar Association, 1155 East 60th Street, Chicago, Ill. 60637.

Chapter 7

MEDIA

Journalism

Newspaper reporters gather information on events which they describe, analyze, and interpret for rapid dissemination to large numbers of people. Foreign correspondents, usually experienced reporters, are employed by large newspapers, press services, and newsmagazines. Other magazines assign members of their staffs or employ free-lance writers for articles with particular appeal to their readers.

Foreign languages are an important asset to employment in journalism. A significant number of newspapers have indicated that foreign language skills are needed in the profession, and that those of their employees are used in varying degrees. In a survey conducted by the Modern Language Association, a newspaper in Florida noted that its editorial department is occasionally required to interview or get a story from a Spanish-speaking person, and many editorial staff members are proficient in Spanish. A newspaper in Delaware stated that speaking and comprehension skills in Spanish can be useful for a reporter with assignments in Spanish-speaking neighborhoods. Several reporters for a newspaper in Louisiana read and speak French, while others know Spanish. As in other professions and occupations, a knowledge of languages spoken by local ethnic groups enhances the reporter's effectiveness. Other practical uses for the journalist's foreign language skills include interviewing foreign visitors and writing up interesting items that appear in foreign newspapers and magazines. Some newspaper publishers have indicated that the knowledge of a second language is an important element in the qualifications of a journalist, and that such competence is one of the things that characterize the person who is the best kind of newsman.

Opportunities for employment are offered by publishers of foreign language newspapers and periodicals, and by press agencies. There are approximately 60 non-English dailies and 300 non-English periodicals in the United States, with a total circulation of over five million. Detailed listings of these publications may be found in the directories of newspapers and periodicals available in public and university libraries.

Foreign correspondents working for such organizations as the Associated Press and United Press International, and for large newspapers and weekly newsmagazines, have a real need for fluency in foreign languages. Correspondents are hired primarily on the basis of their skills as journalists, and in the past their language skills have often been inadequate or nonexistent. It is now being recognized that the speed and accuracy with which news is transmitted, as well as the reporter's depth of comprehension and ability to judge the authenticity of information, could be improved if the "middleman" interpreter were left out.

Schools of journalism are becoming aware of the need for journalists who have an understanding of foreign nations and people. For instance, a master's degree program in journalism at Ohio State University requires students to be fluent in a foreign language, and to spend a six-month internship in the part of the world where they want to be correspondents. The Department of Labor, in its *Occupational Outlook Handbook*, states that persons wishing to prepare for newspaper work should acquire the ability to read and speak a foreign language, in addition to taking courses in English, writing, sociology, political science, economics, and history. To sum up, it appears that there is an increasing demand for journalists with first-rate reporting skills, fluent command of a foreign language, and a good understanding of other cultures and nations.

Staff members of the advertising and circulation departments of newspapers in cities with sizable Hispanic and other ethnic populations may also find a knowledge of foreign languages useful in dealing with advertisers and readers.

Radio and Television

The glamor and excitement of radio and television make broadcasting careers attractive to many people. Over 150,000 workers are employed in broadcasting, besides several thousand free-lance performers and writers, who work on a contract basis for stations, networks, and other producers. These media employ staff to produce, write, and direct programs, as well as executives,

administrators, technicians, announcers, and performers. Many local networks, both private and public, are increasing their programming for ethnic groups, and Spanish is being introduced more and more on educational television. There are over 300 radio stations throughout the United States that broadcast programs in foreign languages – French, German, Italian, Spanish, and many others. In addition, some stations produce language education programs.

Language skills are needed by program writers and announcers on these stations. For example, in one Maine community with a large French-speaking population, special television programs in French are being planned even though the French-speaking residents also speak English. A midwestern network executive stated that foreign language competence is a necessity in specialized areas of programming, and pointed out the desirability of having staff with a knowledge of the cultural and social aspects of the target audience. The need for such skills also is evident in international contacts involving the exchange of programs and joint productions with networks abroad. At some stations, foreign radio news and other broadcasts are translated into English for rebroadcast or other uses.

Radio and television announcers must be able to pronounce foreign words and names correctly, whether reporting an international sports event, introducing an opera, or conducting an interview with a political leader from abroad; a corps of language experts is not always available.

The Voice of America radio service of the United States Information Agency, which broadcasts in many languages, employs writers, producers, and announcers fluent in those languages. Radio Free Europe, a private agency, broadcasts to countries of Eastern Europe. The use of foreign languages in military intelligence radio broadcasting and monitoring is also very important.

Academic preparation for careers in broadcasting should include courses in English, public speaking, dramatics, and electronics, in addition to foreign language training.

Film

Skills in a second language can help those involved in film production, performance, and technical work, as well as those in the business and administrative side of the film industry. Film production is one of the most international of the arts, in which technical skill and artistic talent transcend national boundaries. Foreign and American film crew members may cooperate on the same film, and American crews frequently do their filming abroad to

obtain the authenticity of setting that is so important for visual effects. Some films deal specifically with other cultures and countries: a documentary on problems of migrant workers, a travel film on the sights of Greece, or an educational film that teaches a foreign language. In all these instances, writers, performers, executives, and technicians may need a foreign language in order to have a thorough knowledge of their subject, to communicate with the people being filmed and with each other, to prepare scripts, or simply to get along in the foreign country where they are working.

Distribution of American-made films abroad and importation of films to the United States also provide opportunities for people with foreign language skills. Writing subtitles and dubbing films, which are highly specialized jobs, require a command of the foreign language involved, including its slang and idiomatic expressions. Finally, anyone interested in film as an art broadens his knowledge of the field when he can understand films in their original language.

Publishing

Positions as editor, editorial assistant, copywriter, proofreader, technical writer, salesperson, and secretarial worker are available in the field of publishing. Foreign language skills are useful for the staff of many publishing houses, especially those that market their books abroad or publish books in translation and foreign language textbooks. In a recent *New York Times* advertisement, a major educational publisher sought a totally bilingual (Spanish and English) acquisitions editor with a background in college textbooks and a knowledge of the Latin American educational market. Another large book publisher requires foreign languages for its international salespeople, copy editors, and permissions correspondents. University presses and textbook publishers need personnel with language competence to work in their editorial, sales, and administrative departments. Even many publishers who do not work regularly with foreign manuscripts or international publishing contracts recognize that their editors need foreign languages as part of their general training. They find that proficiency in a second language is an indication of a broad education and the general ability of a prospective editorial employee. A person who knows a second language well is more likely to use his first language well, and facility in English is the skill most needed in publishing.

Thus, the right combination of editorial and foreign language skills will mean better chances for employment in the publishing field.

Chapter 8

TRAVEL AND TOURISM

As the number of foreign visitors to the United States continues to rise each year, industries connected with travel and tourism are increasingly feeling the need for personnel with foreign language skills. In 1977 over 20 million travelers from abroad visited this country, up from 3 million in 1972, and the rising trend is expected to continue. The reasons for this growth are not only increased prosperity in many countries and the devaluation of the dollar, but also lower fares and the widespread popularity of package tours combining air travel, accomodations, and sightseeing excursions at a cost well within the reach of even less affluent foreigners.

Language has been pointed out as a problem in selling travel in the United States. Foreign tourists need help and services in their own language, and understandably won't come back if they are seriously inconvenienced by a lack of such services.

The "hospitality" industries – hotels and motels, resorts, sightseeing companies, restaurants – fall far short of providing adequate multilingual staff and services, although some steps are being taken to improve the situation. For example, the United States Travel Service (USTS) has developed a language certification program that certifies hotels with bilingual and miltilingual personnel. A hotel wishing to take part indicates that it has staff who speak foreign languages working at its front desk, switchboard, restaurant, etc. USTS distributes a list of hotels with such coverage to foreign travel agents, publishers of travel guides, and other information sources. About 4,000 hotels and motels have now been certified as multilingual or bilingual (certification is valid for one year), but this number is small when compared with the national

total of about 65,000 hotels and motels. To be sure, many of these establishments have little or no foreign clientele, but even so the scope for increased language capability is great. For further information write United States Travel Service, Department of Commerce, Washington, D.C. 20230.

Two other programs in which the Government and the travel industry are working together to overcome the language barrier are the Multilingual Port Receptionist Program and Travel Phone USA. In the Port Receptionist Program, sponsored by the U.S. Travel Service and local agencies, students are employed at international airports to help foreign visitors go through customs and immigration procedures and make travel connections. Travel Phone USA is operated by Travelodge International and Pan American Airways, again with assistance from USTS, providing a nationwide toll-free telephone interpreter service in several foreign languages.

According to the U.S. Travel Data Center, over four million people are now employed in travel and tourism-related industries in this country. The fields in which foreign language skills are needed include:

- Hotels and motels
- Transportation companies (air, bus, rail, ship)
- Tour operators and leaders
- Other tourism-related services

Hotels and motels

Desk clerks, telephone operators, information staff, administrators -- all can provide better service to visitors from abroad and enhance their employer's reputation by knowing a foreign language. The need for such skills is especially great in areas that customarily receive many foreign visitors -- New York City, Niagara Falls, Disney World, Washington, the West Coast -- but also will continue to grow in other parts of the country as the more adventurous foreigners broaden their travel horizons. This is in addition to the many foreign businessmen who regularly visit Chicago, New Orleans, Miami, Philadelphia, and other industrial and commercial centers. Preference in hiring will undoubtedly go to persons whose foreign language skills help hotels to attract and better serve this growing influx of travelers from abroad -- nearly 22 million expected this year.

Some universities have schools of hotel administration (Cornell is a prominent example), and there are many private training schools in this field. An excellent way of gaining experience in hotel work is to begin as a seasonal employee at a summer or winter resort.

Transportation companies

The international airlines, which schedule hundreds of flights to and from the United States each week, have an obvious need for persons with foreign language skills. These U.S. carriers include American, Eastern, Braniff, and Delta Airlines to Latin America and the Caribbean, Northwest Airlines to the Far East, Trans World Airlines to Europe and the Middle East, and Pan American Airways to many countries around the world. Virtually all the personnel of these airlines who deal with the public make use of foreign languages. Flight attendants (stewards and stewardesses), ground hosts and hostesses, flight announcers, information and reservations clerks, and other personnel at international airports who come into contact with foreign travelers are in some cases required to speak a foreign language. In many other cases such skills are recommended or preferred. In addition, employees of domestic airlines serving Puerto Rico and Florida need Spanish for both inflight and ground duties. Pilots also make use of foreign languages. Salaries are good and there is often the added bonus of paid vacation flights.

Railroad, bus, and ship lines may also need bilingual personnel both to deal with foreign passengers and to serve Spanish-speaking or other ethnic groups within the United States.

Airlines and shipping companies, as well as some of the larger travel agencies, maintain sales offices in many foreign cities, with Americans employed in managerial or public relations positions; American supervisory personnel are also assigned to foreign airports. As a rule, these companies do not hire specifically for work abroad, but send employees with prior experience in sales, cargo handling, and operations. Knowledge of a foreign language is of course highly useful for an overseas career of this kind.

Tour operators and leaders

As the influx of foreign visitors to America continues, guided excursion tours will require personnel with language skills. Many such excursions and tours are now being sold as part of package arrangements for tourists from abroad, just as they are for American tourists traveling overseas. There is a need not only for people to accompany the foreign visitors, but also for bilingual guides on sightseeing excursions in cities and to tourist attractions, museum guides, and hosts and hostesses at resorts such as Disneyland, Williamsburg, and the many "theme parks" that have been developed.

Furthermore, there are job opportunities as tour leaders abroad.

For instance, positions are available as program leaders for the Experiment in International Living (Brattleboro,Vermont 05301). Applicants must be at least 21 years of age, and language fluency is required for assignment to French, German, and Spanish-speaking countries. Those who believe they are qualified for such positions should consult the travel sections of newspapers and write directly to agencies advertising tour programs. For additional information, a helpful publication is the *Whole World Handbook: A Student Guide to Work, Study, and Travel Abroad.* The *Handbook* contains general advice on finding a job abroad, as well as descriptions of employment opportunities. It is available for $2.95 in bookstores or from the Council on International Educational Exchange, 777 United Nations Plaza, New York, N.Y. 10017.

Other tourism-related services

Travel agencies dealing extensively with foreign tourists can make use of personnel with foreign language skills. A restaurant manager or captain would find such skills helpful. Service companies operating in airports, such as car rental agencies and limousine services, are other possible employers of bilingual staff.

Another fact worth noting is that in many large cities such as New York, Miami, and Los Angeles, a knowledge of Spanish is highly useful for management personnel working with Spanish-speaking employees of hotels, restaurants, and other business establishments.

Special Note to Students

Some areas of special interest to students have already been mentioned, such as the possibility of seasonal employment at resort hotels and tourist attractions, the Multilingual Port Receptionist Program, and working as a tour leader overseas. For those seeking employment in foreign countries, there are many commercial job placement agencies serving students, and a variety of useful publications such as the *Whole World Handbook*. Highly recommended are the following:

American Students and Teachers Abroad: Sources of Information About Overseas Study, Teaching, Work, and Travel. Available for 90 cents from the U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01377-1)

Student Travel Catalog. Available free from the Council on International Educational Exchange, 777 United Nations Plaza, New York, N.Y. 10017.

For jobs overseas, students should be fully informed about the terms of employment, conditions in the country or area concerned, and the extent of the obligation undertaken. They should not travel without sufficient funds and proper arrangements made in advance. The *Student Travel Catalog* mentioned above is an excellent handbook for this purpose.

Chapter 9

SERVICES

Health Services

Health professionals of all kinds -- medical students, doctors, nurses, laboratory technicians, medical researchers, hospital administrators, and health educators -- are finding more and more that a second language is important, and in some cases essential, in carrying out their work.

Many qualified students have been obliged to go abroad to study medicine because of the limitations imposed on enrollment in American medical schools by the lack of space and funds. In recent years thousands of American students working for M.D. degrees in Europe and Latin America have had to cope with the "language barrier"; some have found that language skills acquired earlier are making a vital contribution to their professional progress. The study of medicine, recognized as one of the most difficult disciplines, cannot be pursued in a foreign school without the requisite knowledge of Spanish, French, German, or Italian. Information on foreign study in medicine may be found in *Guide to Foreign Medical Schools* ($5.00), available from the Institute of International Education, 809 United Nations Plaza, New York, N.Y. 10017. Those interested in postgraduate medical studies abroad should consult *International Medical Programs Available to American Medical Students*, which can be obtained for $1.00 from the American Medical Student Association, 1400 Hicks Road, Rolling Meadows, Ill. 60008. This publication provides a listing of organizations that sponsor programs for medical students in study, research, and clinical work abroad. Students wishing information on dental

studies abroad should write the Council on International Relations, American Dental Association, 211 East Chicago Avenue, Chicago, Ill. 60611.

Laboratory technicians and specialists in medical research need a reading knowledge of the languages in which research reports are written. Russian, German, and French are the most frequently used foreign languages for research material in the biological sciences. The long delays that are common in the published translation of these materials can seriously retard research in these highly specialized fields.

Doctors and nurses are increasingly coming into contact with members of minority groups, new immigrants, and migrant workers who are unable to speak English well enough to describe their symptoms or understand medical instructions. Many hospitals in the United States have hired bilingual personnel and utilized the services of volunteers to deal with these groups, not only in large cities such as Los Angeles, Miami, New York, and Washington, but in many small towns and rural areas as well. A college student in Hanover, New Hampshire volunteered to assist in the care of Spanish-speaking patients at a local hospital, and was soon given a permanent position in the patient services department. A Sunday issue of the *Los Angeles Times* listed nine job openings for bilingual medical personnel: two medical assistants, two registered nurses, one receptionist, one optician, one dentist, one dental assistant, and one hospital housekeeping supervisor. A Sunday edition of the *New York Times* carried eight advertisements for medical workers with skills in French, Spanish, and Yiddish. They included two physicians, a nutritionist, and a hospital admitting officer.

Positions in the health field also are available overseas, and in most cases require knowledge of the local language. Both the World Health Organization (a specialized agency of the United Nations) and the Pan American Health Organization, which is the regional office of WHO, require public health workers for their programs in developing countries. These organizations need medical personnel with skills in a number of languages, particularly French and Spanish. Intensive language training is often provided before assignment to countries in which less common languages are spoken. CARE, Inc., a service organization, recruits doctors, nurses, and laboratory and X-ray technicians for work in Asia, Africa, and South America. Protestant and Catholic missions require doctors, nurses, health educators, and therapists for all types of hospital, clinic, and rural work. The YMCA has projects in Latin America, Asia, and Europe (See Appendix D for addresses).

Public health workers are employed abroad by several agencies of the Federal Government. The United States Foreign Service needs nurses for overseas positions; a B.S. degree is desirable. The Department of Defense requires nurses for its Overseas Dependents Schools. The Agency for International Development employs public health specialists in its development assistance programs. And the Peace Corps, with development and education programs in many countries, needs doctors, nurses, nutritionists, therapists, and educators for clinical work and teaching. All of these personnel will find knowledge of a foreign language desirable or necessary. (See Chapter 2 for further information on these government agencies).

Social Work

Social workers assist individuals, families, groups, and communities in using social services to deal with problems such as poverty, unemployment, poor housing, or illness. In cities where there are concentrations of minority groups and immigrants, social workers come into contact with many people who do not speak English. Serving a Puerto Rican family in New York City, Mexican-American farm workers in California, or Latin American immigrants in Miami and other cities, the caseworker cannot establish trust – or perhaps even communicate – without knowing Spanish.

At major ports of entry such as New York, Boston, Los Angeles, and San Francisco, many different languages may be needed by government and private social workers to interview recently arrived immigrants and help them face the problems of their new environment. The New York Association for New Americans, a private agency which assists immigrants, requires caseworkers, counselors, and supervisors with language skills. The American Council for Nationalities Service (20 West 40th Street, New York, N.Y. 10018) helps immigrants get established in this country by advising them on problems of immigration and naturalization and by providing training in English and job placement services. State and local government service agencies, schools, hospitals, rehabilitation centers, and community action programs may need bilingual social services personnel, depending on the language groups found in the community.

Religious Organizations

Deciding on a career in religion involves considerations different from those that underlie other career choices; the primary

motivation is a strong religious faith and a desire to help others. Nevertheless, it is important for young people to know as much as possible about the profession and how to prepare for it.

Recommended preseminary courses for those planning to become Protestant ministers include foreign languages, in addition to English, history, philosophy, fine arts, music, and religion. Jewish seminaries require Hebrew, and French and German are used in the study of scholarly works by rabbinical students. For the Catholic priesthood, two years of Latin are required, and the study of modern languages is encouraged. Those pursuing advanced studies in theology need a reading knowledge of classical Greek, and in some cases Semitic and other languages as well.

In missionary work, knowledge of foreign languages can be crucial. Organizations that send missionaries abroad find it necessary for the majority of their workers to learn one, two, or even three languages in order to minister effectively in the countries to which they are sent. Sometimes, when the languages spoken are rarely taught in the United States, or when different dialects are involved, missionaries are not required to learn the language until they are assigned to a particular area. In such cases the study of any foreign language will familiarize the future missionary with the way languages are learned, an invaluable preparation for a career during which several different languages may be needed.

Other Service Organizations

Many social service organizations need people with foreign language ability, both in this country and abroad. The International Visitors Information Service (IVIS) maintains a booth at Dulles International Airport near Washington to provide information and language assistance to foreign visitors arriving there. Visitors also can telephone the special IVIS language bank to receive help in any of 47 languages. Catholic Relief Services, the YMCA and YWCA, the Red Cross, and other charitable and service organizations sometimes need bilingual workers and volunteers to work with Hispanic and other ethnic groups.

Overseas, the American Friends Service Committee has centers in several countries that conduct programs to promote world peace and social welfare and to provide technical assistance. About one-third of the overseas staff must be fluent in the language of the country of assignment. International Voluntary Services, a private agency, furnishes volunteers in the fields of agriculture, health, small business/cooperative development, and engineering for projects in many countries. The YMCA is active in many countries,

employing Americans in teaching, sports directing, and administration; prior experience with the YMCA in the United States is needed. "Short Terms Abroad," in cooperation with various mission agencies, places volunteer workers in temporary positions overseas – teachers, accountants, nurses, secretaries, librarians, engineers, agriculturalists, and skilled tradesmen (See Appendix D for addresses).

For all these positions, and those in which administrators come into contact with local government, United Nations, and other international bodies, language competence is a necessary or desirable complement to other professional skills.

Part II

FOREIGN LANGUAGE AS THE PRIMARY SKILL

Chapter 10

FOREIGN LANGUAGE TEACHING

Approximately 80,000 Americans are employed as teachers of foreign languages and literature. Over half teach in junior and senior high schools, about one-third in colleges and universities, and the rest in elementary schools and commercial and government-operated language schools. The greatest number teach Spanish, followed in order by French, German, Latin, Russian, Italian, Chinese, Greek, and Japanese. In addition, a substantial number teach English to those who speak other languages as their native tongue – Chicanos, Eskimos, Puerto Ricans, and other ethnic and immigrant groups. The teaching of English to speakers of other languages also offers expanding opportunities for employment abroad in government, academic, and volunteer programs. Still others teach in bilingual education programs, usually at the elementary level, where students whose native language is not English follow a regular academic program in both their native language and English. A large number of bilingual preschool centers also have been established, employing bilingual teachers qualified in early childhood education.

Certification and other requirements

All 50 states and the District of Columbia require public school teachers to be certified by the department of education in the state in which they work. Some states also require certification of teachers in private and parochial schools. In every state the minimum educational requirement for certification is a bachelor's degree, with a specified minimum number of semester hours in education (including a methods course, educational psychology, and student

teaching) and in the language (including literature, basic skills, teaching materials, and linguistics). Some states require that the teacher get additional education -- usually a master's degree or a fifth year of study -- within a stipulated period after initial certification. A prospective teacher who has fulfilled most of the requirements for a teaching certificate is eligible for a provisional certificate in some states. Noncertified personnel may be employed as teachers of foreign languages in elementary schools if they are native speakers of the language or college professors of foreign languages working in experimental programs.

Professors at many community and junior colleges supported by the state or county need to have certification in foreign languages, which is given by the state board of education; in almost all cases they must also have completed master's degree programs, and, increasingly, doctoral programs. This requirement depends on the laws of each particular state. Professors at four-year colleges and universities are usually expected to have completed or to be completing doctoral programs, including the dissertation, and to continue scholarly research and publication throughout their careers. In certain states highly qualified persons who lack the necessary courses can obtain certification by presenting substantial evidence of their literary, artistic, or scientific accomplishments.

State and local jurisdictions often have general teacher requirements, such as the recommendation of the college, a certificate of health, and United States citizenship. Personal qualifications for public school teachers include a desire to work with young people and the ability to motivate students and relate knowledge to them. Prospective teachers may obtain complete information on educational and general requirements from the state department of education and from the superintendent of schools in each community.

There is usually no citizenship requirement for teaching in private elementary and secondary schools and colleges. There may be a religious requirement in some parochial schools.

In addition to taking required and recommended courses, the future foreign language teacher is advised to get practice in the language by living for a time in a country where it is spoken, if possible. Another excellent means of preparation is residence in one of the "foreign language houses" operated by some colleges and universities; their programs are described in the college catalogs. Training in the use of language laboratory and audio-visual equipment is strongly recommended.

Membership in professional associations is most valuable. These

include the American Council on the Teaching of Foreign Languages, the Modern Language Association, the National Education Association, state and local groups, and associations for particular languages.

Employment situation

For a variety of reasons, the job market for foreign language teachers, except in certain less common languages, bilingual education, and TESOL (Teaching of English to Speakers of Other Languages), has become more restricted and more competitive in recent years. At the elementary level, there are signs that opportunities will broaden with the introduction of early language training in more schools. In most cases, however, the FLES (Foreign Languages in Elementary Schools) program is unfortunately not yet an integral part of the curriculum. On the positive side, certified elementary school teachers working in FLES programs often receive additional compensation as specialists (plus a transportation allowance, since they must sometimes travel to as many as six or seven schools each day).

At the high school and college levels, the availability of teaching positions depends on enrollment in foreign language courses. High school foreign language enrollment largely reflects the entrance requirements of colleges and universities, which have not changed significantly in the recent past. However, there has been some decline in foreign language requirements for graduation from college (many colleges have dropped them entirely) and for graduate degrees. The decreasing enrollment in foreign language courses is a matter of concern to language educators, of course, but it is to be hoped that those responsible for setting entrance and graduation requirements and for counseling students also will be attentive to the importance of language study for Americans. As a key element of the career education concept, as part of the student's general and essential preparation for life and work, as a means of improving one's skills in English -- the study of foreign languages should be given renewed emphasis.

Teachers just out of college may find their opportunities to be greater if they are willing to accept employment in rural areas, smaller suburbs, or inner-city schools. Private and parochial schools often hire non-certified teachers and may offer smaller classes, but their pay scales are generally lower than in the public schools.

College teachers of foreign languages can obtain a complete picture of employment opportunities from the *MLA Job Information Lists* published quarterly by the Modern Language

Association. Each list contains statements from language department chairmen on definite or possible openings at their schools, followed by a list of departments reporting no vacancies. Thus, the job seeker is spared the trouble of submitting useless and expensive applications. Another valuable source of information is the MLA *Guide for Job Candidates and Department Chairmen in English and Foreign Languages*. Write the MLA Job Information Service, 62 Fifth Avenue, New York, N.Y. 10011.

Commercial language schools and those operated by the government – such as the Defense Language Institute and the Foreign Service Institute – usually prefer to hire native speakers as teachers. In the commercial language schools most positions are part-time; there are over thirty such schools in New York City alone.

Bilingual schools and programs

Public and private bilingual schools and academies have been established in many areas with concentrations of Hispanic and other foreign-language populations. Bilingual programs also have been set up in public elementary and secondary schools. This field has been expanding rapidly since the Federal Government, through the Bilingual Education Act of 1967, began to finance educational programs designed specifically for children with limited English-speaking ability. Several states also have enacted bilingual education legislation in recent years. There are now several hundred Federal bilingual education projects and several dozen state projects, and more are expected; qualified candidates for teaching in this field are currently in demand. Teachers in bilingual programs must speak both languages fluently and be certified as elementary school teachers or in a specific subject area. Non-certified persons with native fluency often are hired as teacher aides. Mention should also be made of the numerous bilingual preschool centers that have appeared in recent years. Specialists in early childhood education who speak the foreign language can find positions in these programs in many cities.

TESOL

TESOL – the teaching of English to speakers of other languages – is another field that has been expanding significantly. In this country it has taken its place among the full-fledged academic disciplines, with a great deal of literature (such as the *TESOL Quarterly*) and professional interchange. This field also includes the teaching of Standard English as a second dialect. TESOL teachers must undergo

a specific training program that includes comparative linguistics, if they are to be certified to teach in public schools. Cultural centers, YMCA's, and other social service organizations have begun TESOL programs in many areas, and a number of commercial language schools specialize in teaching English to speakers of other languages. In the absence of qualified TESOL teachers, school districts may grant provisional certification and allow the teacher to earn regular certification while teaching.

Information about opportunities for teachers of English as a second or foreign language may be obtained from the Modern Language Association or from TESOL (Teachers of English to Speakers of Other Languages), the professional organization whose purpose is to promote scholarship, disseminate information, and strengthen instruction and research in this field (See Appendix B for addresses).

Government positions in foreign language teaching

The Binational Centers directed by the United States Information Agency employ teachers of English and American studies. Fluency in the local language is a requirement. Course directors and administrators also are needed.

The Peace Corps has openings for teachers of English as a foreign language in Africa, Asia, and Latin America, in the school systems of the host countries at all levels including university. Two or three years' experience is valuable, but not always necessary. Many persons with degrees in English, social studies, and other fields are placed. In this country, VISTA volunteers sometimes teach in bilingual programs.

The Defense Language Institute, English Language Branch, in San Antonio, Texas employs English language instructors at the school and in numerous overseas locations. Requirements include a bachelor's degree, two years of teaching experience, and language fluency without noticeable foreign accent or speech impediment.

The Department of Defense hires teachers of foreign languages for the Army, Navy, and Air Force Academies in the United States, and elementary and secondary school teachers for its Overseas Dependents Schools.

In the Department of Health, Education and Welfare, the U.S. Office of Education employs foreign language teachers in research positions. The Language Research Section prepares self-instructional materials in various languages.

Further information on the above teaching positions may be obtained from the sources listed in Appendix B.

Other overseas opportunities

Opportunities are available to graduate students and teachers for advanced research and study in modern foreign languages under the Fulbright-Hays Act. Those interested should write the International Studies Branch, Division of International Education, U.S. Office of Education.

Teachers of Russian who are fluent in the language and also experienced in teaching English may be interested in applying for the USA/USSR Teachers' Exchange Program, which is sponsored jointly by the American Field Service (AFS) International Scholarships and the Soviet Ministry of Education. Overseas and predeparture orientation expenses are paid by AFS; travel and subsistence expenses in the USSR are paid by the Soviet Government.

The YMCA has openings for teachers of English as a foreign language in Lebanon, Taiwan, and Japan. They need college graduates age 21-30, with training and/or experience in linguistics or EFL.

Information concerning the above programs may be obtained from the sources listed in Appendix B. One of the most useful publications on overseas opportunities for teachers and students is *American Students and Teachers Abroad*, available for 90 cents from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01377-1).

Chapter 11

INTERPRETING AND TRANSLATING

Interpreters and translators make possible much of the international communication and exchange that takes place in the world, yet relatively little is known of these professions in the United States. Only when a garbled -- and often amusing -- translation of operating instructions accompanies a foreign-made product, or when the President's interpreter seems to have given an inaccurate rendering of a speech covered by the world press, do they get even fleeting attention. The two professions themselves are often confused: interpreting deals with oral communication, and translation with written materials. The comparatively small number of people working in these fields is another reason for their lack of visibility. Nonetheless, professional translators and interpreters are employed everywhere in the world -- by governments, international agencies, conferences, publishers and many other businesses and organizations.

The two skills, though apparently similar, are in reality quite different. A thorough knowledge of the foreign language obviously is essential in each case, but much more is involved. Most translators and interpreters work into their mother tongue; working into the foreign language is much less common. The interpreter must make quick and continuous judgments about what is being said in the foreign (or "source") language, and render it simultaneously or consecutively into the "target" language. There is little or no time to weigh alternatives. The translator, on the other hand, is confronted with a body of written material which must be put into the target language in a clear and faithful representation of the original. There is usually a reasonable period of time to choose among the possible

renderings. While the interpreter's mistakes -- with rare exceptions -- are quickly put behind him, those of the translator remain for later scrutiny. It has been said that the interpreter, who works "in public," is usually an extrovert, and that the less visible translator, who works behind the scenes, tends to be an introvert. In any case, both translators and interpreters need an exceptional command of their native language and at least one -- and frequently two or more -- foreign languages, a working knowledge of the subject matter (which may be highly technical), good oral or written expression, confidence in their skills, and often a great deal of creativity. More and more, special training is needed by those who wish to enter these professions.

Interpreting

Simultaneous interpretation is given idea by idea, or phrase by phrase, as the speaker continues to talk. This technique requires speed and fluency, and is made possible by the use of electronic equipment. Simultaneous interpretation is generally preferred for conferences, and the development of portable equipment has extended its use to other situations. In consecutive interpretation, the speaker and the interpreter take turns speaking. A consecutive interpreter must have a good memory, and generally needs to take notes of what is said to be certain to give a complete translation. Simultaneous interpretation is considered to be more difficult, since the interpreter has no time to make notes but must grasp facts and ideas immediately and accurately.

Conference interpreters serve at international meetings, seminars, and discussions. Some are employed as permanent staff members of government agencies and international organizations, while others are hired on a free-lance basis to work at specific conferences. The United Nations has a staff of about 100 interpreters, all of whom are required to know extremely well at least two and preferably three of the UN conference languages (English, French, Arabic, Spanish, Russian, and Chinese). The next largest group of interpreters in the United States is in the State Department, which has about 20 linguists who are primarily interpreters in its Language Services Division.

International organizations employing interpreters in the United States, in addition to the United Nations in New York, include the World Bank, International Monetary Fund, Organization of American States, Inter-American Development Bank, Pan American Health Organization, INTELSAT, and Inter-American

Defense Board. They hire a small number of interpreters on a full-time basis, usually contracting free-lancers for specific meetings; all have their headquarters in Washington, D.C. In the Federal Government, the Departments of Justice, Interior, and Defense, as well as State, employ full-time interpreters.

In the free-lance conference interpreting field, experienced interpreters compete for the opportunity of interpreting at international meetings on scientific, political, economic, and other subjects. The main languages used at international conferences in the United States are English, French, German, Portuguese, Russian, and Spanish; the demand for Arabic and Japanese is increasing.

A number of American interpreters work in Europe, where there are many international organizations, many different languages are spoken, and a large number of meetings are held. However, the market there is highly competitive also.

Escort interpreters accompany visiting delegations or individuals and interpret for them, generally in informal situations. There are more of them than conference interpreters because many more languages are in demand for escort interpreting. The Department of State and private language service agencies are the principal employers of escort interpreters.

Many cities maintain registries of courtroom interpreters, who are called upon as the need arises. Local governments and private organizations also employ interpreters for information centers, hospital work, "hotlines", and other services.

All interpreters must be exceptionally fluent in the languages into which they interpret, and their speech must be free of any objectionable accent or impediment. The aspiring interpreter should be well and broadly educated and nearly bilingual; a fairly long period of residence abroad is almost indispensable. But knowledge of languages is only one prerequisite. The other is a genuine aptitude for interpreting, which is not the same as being bilingual. A surprising number of bilingual persons cannot listen to a speech or statement in one language and then repeat clearly and precisely in another language what has just been said -- even after taking notes. And simultaneous interpreting requires the additional knack of listening intently to one language while speaking another language at the same time.

There are very few schools in the United States that provide training in interpretation. The best known programs are those of Georgetown University in Washington, D.C. and the Monterey Institute of Foreign Studies in California. There are several schools of interpretation in Europe and Canada. Further information on

training and employment in the field of interpreting may be obtained from TAALS – The American Association of Language Specialists (See Appendix E for addresses).

Translating

The translator is required to produce clear, accurate, and well-written renderings of foreign language texts, from general reports and speeches to literary works and highly technical subject matter. This work demands not only a thorough knowledge of the source language, but also the ability to deal with a wide range of materials and to grasp difficult ideas and concepts. Many translators specialize in such fields as patents, life sciences, engineering, poetry and fiction, scriptural translation, or children's literature.

As in interpreting, professional translators may work as free-lancers or on the staffs of international agencies, government departments, publishing houses, and other businesses and organizations. Many translation agencies have been established to meet the growing demand for legal, technical, and business translations; they keep lists of contract translators whom they call upon as needed.

The largest employer of language specialists in this country is the United Nations, which has about 400 translators on its staff in New York. Recruitment is by annual competitive examination and interview. The candidate is required to translate from at least two official languages of the UN into his mother tongue, which must be one of the six official languages (Arabic, Chinese, English, French, Spanish, and Russian). In addition, all candidates must be graduates of a university where the language of instruction was their mother tongue, and have wide general knowledge. For detailed information write to Office of Personnel Services, United Nations, New York 10017.

The international organizations mentioned in the section on interpreting also employ full-time translators on their staffs. Their requirements are similar, depending on the particular area of interest and the official languages of each organization. See Chapter 2 of this book or the *Yearbook of International Organizations* (available in public and university libraries) for addresses.

In the Federal Government, the Language Services Division of the Department of State employs a sizable staff of qualified linguists, including about 25 translators. The usual range of grades is from GS-9 to GS-11, with reviewers at GS-12. Translators into English are usually required to have a fluent knowledge of at least two foreign

languages. Further information may be obtained from the Language Services Division, Department of State, Washington, D.C. 20520.

Other Federal Government agencies employing staff translators include the Central Intelligence Agency, Department of Defense, Department of Commerce, National Security Agency, Department of Justice, and United States Information Agency. See Chapter 2 of this book or the *United States Government Manual* for addresses.

The State Department and many of the international organizations mentioned use the services of free-lance translators for conferences and for work that cannot be handled by their in-house staffs. In most cases a test of the candidate's ability is required. The Joint Publications Research Service (JPRS) of the U.S. Government translates foreign-language articles and other documents for many government agencies, maintaining a roster of contract translators for this purpose. Those wishing to be considered for translation work of this kind should send a resume, indicating languages and fields of specialization, to JPRS, 1000 North Glebe Road, Arlington, Va. 22201.

With foreign trade becoming increasingly important to business firms, foreign languages — especially complex legal, technical, and financial terminology — also are coming more into play in private industry. The result has been an explosion in the demand for business and technical translation, using in-house staff, individual free-lancers, and specialized translation firms. A German-based pharmaceutical company recently advertised in the *New York Times* for a German-English translator for its medical affairs department. A Pittsburgh engineering firm needed a French-English translator to work at a construction project in Algeria. Many industrial corporations employ translators at their home offices because they deal with so much foreign-language technical material. And there is another reason why firms are paying more attention to translation: the need to avoid embarrassing or even dangerous errors in meaning or nuance. Obviously, the best defense against error is a translator who knows the current idiomatic use of the language, as well as the subject matter.

Free-lance translators are available to work for any client provided the terms are satisfactory to both, but it is difficult to tap this market as an individual. Translation agencies, which have grown in number and size, serve as a point of contact between translator and final user. They are called upon by patent lawyers, consulting firms, nonprofit agencies, and many other businesses and organizations to furnish translations in a wide range of fields and languages. They deduct a percentage of the fee and pay the translator directly, often

providing reference materials, editing, proofreading, and technical services such as typing and reproduction.

A small number of translators work in the literary field. They are contracted by publishers to translate foreign-language fiction and non-fiction, poetry, and children's literature. Some work for religious organizations on translations of the Bible and other theological texts.

Translators need a broad background of education and experience, since they may be required to translate documents on many diverse subjects. If the translator wishes to specialize, his education should include courses in the field of specialization in addition to language training. In the past, all translators learned by trial and error; many entered the profession from other fields. At present, however, a number of schools in the United States and elsewhere offer programs and courses in translation. A selected list of schools with translation programs is given in Appendix E.

Those wishing further information on the field of translation should write to the American Translators Association (ATA) (See Appendix E for address).

APPENDIXES

Appendix A

PUBLICATIONS

**American Students and Teachers Abroad*, prepared by U.S. Department of Health, Education, and Welfare. 90 cents. Stock No. 017-080-01377-1

Guide to Foreign Medical Schools. $5.00. Institute of International Education, 809 United Nations Plaza, New York, N.Y. 10017

**International Educational and Cultural Exchange*, prepared annually by the Bureau of Educational and Cultural Affairs, U.S. Department of State. 95 cents

International Medical Programs Available to American Medical Students. $1.00. American Medical Student Association, 1400 Hicks Road, Rolling Meadows, Ill. 60008

**Occupational Outlook Handbook*, current edition, prepared by Bureau of Labor Statistics, U.S. Department of Labor. $7.00. Stock No. 029-001-01406-6

Overseas Employment Opportunities for Educators. Free. Department of Defense, Overseas Dependents Schools, 2461 Eisenhower Avenue, Alexandria, Va. 22331

Student Travel Catalog. Free. Council on International Educational Exchange, 777 United Nations Plaza, New York, N.Y. 10017

**United States Government Manual*, prepared by the General Services Administration. $6.50. Stock No. 022-003-00924-8

Whole World Handbook. $2.95. Council on International Educational Exchange, 777 United Nations Plaza, New York, N.Y. 10017

Yearbook of International Organizations, latest edition. Published by the Union of International Associations (available in university and public libraries)

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*Publications available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Appendix B

1. AGENCIES AND ORGANIZATIONS CONCERNED WITH OVERSEAS TEACHING AND RESEARCH

AFS International Scholarships, 313 East 43rd Street, New York, N.Y. 10017

Bureau of Educational and Cultural Affairs, Department of State, Washington, D.C. 20520

Committee on International Relations, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036

Council for International Exchange of Scholars, 2101 Constitution Avenue, N.W., Washington, D.C. 20418

Council on International Educational Exchange, 777 United Nations Plaza, New York, N.Y. 10017

Defense Language Institute, Civilian Personnel Office, Fort Sam Houston, Texas 78234

Institute of International Education, 809 United Nations Plaza, New York, N.Y. 10017

Overseas Dependents Schools, Department of Defense, 2461 Eisenhower Avenue, Alexandria, Va. 22331

Peace Corps, Office of Volunteer Placement, 1717 H Street N.W., Washington, D.C. 20525

United States Information Agency, Binational Recruitment Office, 1776 Pennsylvania Avenue, N.W., Washington, D.C. 20547

U.S. Office of Education, Division of International Education, Department of Health, Education, and Welfare, Washington, D.C. 20202

YMCA Overseas Service Corps, c/o International Student Service, 291 Broadway, New York, N.Y. 10007

2. SOURCES OF INFORMATION ON BILINGUAL EDUCATION AND TEACHING OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Modern Language Association, 62 Fifth Avenue, New York, N.Y. 10011

TESOL, 455 Nevils Building, Georgetown University, Washington, D.C. 20057

Appendix C

DIRECTORS OF EDUCATION IN U.S. TERRITORIES AND POSSESSIONS

Director, Department of Education, Pago Pago, Tutuila, American Samoa 96920

Personnel Officer, Trust Territory of the Pacific Island, Saipan, Mariana Islands 96950

Superintendent of Schools, Canal Zone Government, P.O. Box M, Balboa Heights, Canal Zone

Associate Superintendent for Personnel, Department of Education, Agana, Guam 96910

Secretary of Education, Department of Education, Hato Rey, Puerto Rico 00900

Superintendent, Antilles Consolidated Schools, Fort Buchanan, Puerto Rico 00934

Commissioner of Education, Department of Education, Charlotte Amalie, St. Thomas, Virgin Islands 00802

Appendix D

ORGANIZATIONS UTILIZING HEALTH WORKERS AND SOCIAL SERVICE VOLUNTEERS ABROAD

American Friends Service Committee, 1501 Cherry Street, Philadelphia, Pa. 19102

CARE, Inc., 660 First Avenue, New York, N.Y. 10016

International Liaison, U.S. Catholic Office of Volunteer Services, 1234 Massachusetts Avenue, N.W., Washington, D.C. 20005

International Voluntary Services, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

Overseas Personnel Section, National Council of Churches of Christ, 475 Riverside Drive, New York, N.Y. 10027

Pan American Health Organization, 525 23rd Street, N.W., Washington, D.C. 20037

Short Terms Abroad, P.O. Box 575, Downers Grove, Ill. 60515

YMCA, 291 Broadway, New York, N.Y. 10007

Appendix E

1. PROFESSIONAL ASSOCIATIONS OF TRANSLATORS AND INTERPRETERS

American Translators Association (ATA)
P.O. Box 129
Croton-on-Hudson, N.Y. 10520

The American Association of Language Specialists (TAALS)
1000 Connecticut Avenue, N.W.
Suite 9
Washington, D.C. 20036

International Association of Conference Interpreters (AIIC)
14 rue de l'Ancien-Port, CH-1201
Genève, Switzerland

International Association of Conference Translators (AITC)
Palais Wilson
Case Postale 31, CH-1211
Genève 14, Switzerland

2. SELECTED LIST OF SCHOOLS AND COLLEGES OFFERING COURSES IN INTERPRETATION (I) AND TRANSLATION (T)

A. United States

Brown University (T)
Department of English
Providence, R.I. 02912

Carnegie-Mellon University (T)
Translation and English Language Center
Pittsburgh, Pa. 15213

Georgetown University (T, I)
School of Languages and Linguistics
Division of Interpretation and Translation
Washington, D.C. 20007

Marygrove College (T)
Department of Foreign Languages
Detroit, Mich. 48221

Monterey Institute of Foreign Studies (T, I)
425 Van Buren Street
Monterey, Calif. 93950

Notre Dame College (T)
Department of Foreign Languages
4545 College Road
South Euclid, Ohio 44121

Rutgers University (T)
College of Arts and Sciences
Camden, N.J. 08102

Stanford University (T, I)
Departments of German, Russian, and Chinese Studies
Stanford, Calif. 64305

Stephens College (T, I)
Department of Foreign Languages
Columbia, Mo. 65201

B. Canada

Laurentian University
Sudbury, Ontario

Laval University
Quebec, Quebec

University of Montreal
Montreal, Quebec

McGill University
Montreal, Quebec

C. Europe

Ecole d'Interprètes Internationaux (I)
Université de l'Etat à Mons
Avenue du Champs de Mars
B - 7000 Mons
Belgium

Ecole Supèrieure d'Interprètes et de Traducteurs de
l'Université de Paris (T, I)
Centre Universitaire Dauphine
75116 Paris, France

Fachgruppe Angewandte Sprachwissenschaft (T, I)
Dolmetscherinstitut
Universität Heidelberg, Landfriedstrasse 12
D - 69 Heidelberg
Germany

Ecole de Traduction et d'Interprétation (T, I)
Université de Genève
2, Rue de Candolle
CH-1211 Genève 4
Switzerland

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